

2005 – 2006 Survey of Language Minority Children (Public Schools)

Maine Department of Education Form EF-I-283

This form (EF-I 283) is available at our website: <http://www.maine.gov/education/esl/requir.htm>

School Administrative Unit _____ Address: _____

Name of Person Preparing the Report: _____ Title: _____ Telephone: _____

NOTES: 1. If this is a school union's report, **separate** forms must be submitted for each **town that has a school**.

2. All data refer to information collected from school year 2005-06.

3. **All** schools must complete all of Part I , even if all of their students are monolingual English.

4. ***This form must be completed and returned no later than October 21, 2005 to:***

Dr. Barney Bérubé
Department of Education
23 State House Station
Augusta, Maine 04333-0023
Information: 624-6772

Part I. To Be Completed by All School Administrative Units

1. *What is the total number of students systemwide who have entered the U.S. during the past three years as immigrants. Note: These students may include students of any native language background, including English, and may or may not be limited English proficient.
2. *What is the total number of refugees, regardless of English proficiency level, who are enrolled in this school administrative unit?
3. *What is the total number of bilingual students systemwide whose first language is other than English? NOTE: Such students may be English fluent or may be limited English proficient. (This information is obtained from tabulation of home language surveys conducted annually). **Do not return home language surveys to the Maine Department of Education.**
4. *Of the number of students noted in question #3 above, how many have been identified, through ACCESS for ELLs™ listing for your school unit (as received by MetriTech, Inc.), as limited English proficient at each of the following levels:

Level I (Entering)

Level II (Beginning)

Level III (Developing)

Level IV (Expanding)

Level V (Bridging)
5. * How many former LEP students are now in monitoring status :

Year One

Year Two
6. Check here if there are no LEP students enrolled in this school administrative unit. If the response to question # 4 for any block that is greater than zero, you must complete Part II, Questions 1 and 2.

6. List below the number of former LEP students who have attained English proficiency by the end of June 2005 as determined by ACCESS for ELLs™, and who are no longer receiving any language instruction educational support, and who are **not** being monitored?

Grade Level	2	3	4	5	6	7	8	9	10	11	12

*Individual student data must also be entered into MEDMS.

STOP HERE IF NO LEP STUDENTS ARE ENROLLED AND NO FORMER LEP STUDENTS HAVE BEEN TRANSITIONED INTO MAINSTREAM CLASSES WHERE INSTRUCTION IS NOT TAILORED FOR LEP STUDENTS.

Part II. This part must be completed to determine LEP student formula eligibility under Essential Programs and Services.

1. *Please provide a count of **newly arrived** LEP students by grade level and languages who have enrolled in school **AFTER** the ACCESS for ELLs was conducted during spring of 2005 through to the beginning of the current school year:

Grade Level	Language with Count of LEP Students for Each Language Listed (e.g., <u>Grade 3</u> Spanish-6 Russian-1 Somali 2)	English Language Proficiency Assessment Tool Used: ➤ ACCESS online screener ➤ Language Assessment Scales
Pre-Kindergarten		
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

2. * How many LEP students listed in Part I above are characterized by the following:

2.1 Are receiving services under programs through NCLB Title III?	
2.2 Are served under programs of special education?	
2.3 Were transitioned into mainstream classes this year but were later reclassified as LEP during 2005-06 resulting in their returning to language instructional support ?	

2.4. Have dropped out* of school during the 2004-2005 school year for each of the following grade levels:					
Grade:	No. of students	Grade:	No. of students	Grade:	No. of students
7		8		9	
10		11		12	

3. Estimate the number of qualified language instructional program teachers of LEP students that will be needed in the next five years in this school administrative unit (SAU). _____

4. _____ Check here if this SAU enrolls fifteen or fewer LEP students.

5. _____ Check here if **no** ESL or bilingual education paraprofessionals are employed in this SAU.

6. _____ Check here if ESL endorsed **teachers** provide direct services to LEP students.

7. _____ Check here if **paraprofessional** personnel provide services to LEP students. The paraprofessional works under the direct supervision of a teacher who is:

☐ ESL endorsed (for ESL teachers or bilingual education teachers)

☐ Foreign language endorsed (for bilingual education teachers)

☐ Certified in a content area

☐ None of the above three

*Individual student data must also be entered into MEDMS.

Part II continues on the next page.

Part II-Continued Print names of certified teachers in this school administrative unit (SAU) who currently hold a Maine endorsement in ESL (#660) or bilingual education (# 650) and provide ESL or bilingual education support at the following grade levels:	Number of LEP Students at each grade	Indicate Instructional Model(s) Used: A-Transitional Bilingual Education B-Immersion or Two-Way BE Program C-Language Restoration or Re-Acquisition Program D-ESL Pull-out (solely ESL) E-Sheltered Instruction (ESL with <i>Learning Results</i>)
Pre-Kindergarten		
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Glossary of Terms Used in EF-I 283 and MEDMS

Bilingual education: An approach that utilizes the student's native language (e.g., French, Passamaquoddy, Spanish...) and cultural factors in instructing these students in their academic subjects. *English as a second language (ESL)* is a separate component of this approach. **Transitional bilingual education** is an approach that transitions the student out of bilingual education once s/he has sufficient command of English and is provided ESL with sheltered instruction. **Language restoration** as well as **dual language** programs and **structured immersion** programs are included in the bilingual education model. **Dual language** programs sustain the native non-English language as well as English in content instruction without exiting the student from that program. A **heritage language program** of instruction is limited to retrieval or restoration of a community's aboriginal language as in Maine's Francophone or Wabanaki communities.

Dropout: An individual who was enrolled in the 2004-05 school year but is not presently enrolled or was not enrolled on October 1, 2005, but was expected to be enrolled and has not graduated from high school or completed a state or school approval education program and does not meet any of these exclusionary conditions: transfer to another school or other approved education program; absent due to suspension or school-approved illness; death.

English as a second language (ESL): A structured language acquisition approach designed to teach English to students whose native language is not English. In low-incidence situations, this instruction may occur through "pull-out" from regular English literacy instruction but with added support in academic subjects, and these students are submersed in mainstream subject areas for most of the school day. Monitoring student performance in academic subject areas is part of an ESL support system.

ESL tutorial pullout: Students whose native language is not English receive one-on-one or very small group instruction in English. Personnel who are not credentialed in ESL provide services.

Limited English proficient (LEP): Also referred to as an English language learner, this is a reference to students whose primary or native language is not English and who have difficulty in using English (i.e., reading, writing, speaking, listening) such that the opportunity to participate effectively in school may be denied when English is the exclusive language of instruction. Such students require ESL and/or bilingual education services. LEP students who have exited an ESL program but are monitored in academic areas for occasional ESL interventions are not classified as LEP for funding purposes though they count as LEP for purposes of tracking adequate yearly progress.

Maine endorsement in ESL or bilingual education: Required of certified teachers of ESL or bilingual education, K-12 (See Pathways in Chapter 115, Part II).

Refugee: One who has fled the native country (e.g., North Korea, Rwanda, Somalia, Iran...) usually for political asylum based on a well-founded fear of political persecution and/or family safety. Documentation of refugee or "resident alien" status is granted by the U.S. Department of Homeland Security.

Sheltered English Instruction (A variation of *SDAIE [Specially Designed Academic Instruction in English]*): An approach that utilizes the simplification of the English language to teach ESL and subject area content at the same time (also called "content ESL" or "sheltered English"). Actual content is the same as that taught to non-LEP students.

Submersion: An approach that is sometimes referred to as "sink or swim" and involves no ESL or other language support intervention needed for students of limited English proficiency. It is a violation of Title VI of the Civil Rights Act of 1964 to place a LEP student in a submersion situation.